



Appleton Area School District

Huntley Elementary

2224 N. Ullman Street

Appleton WI 54911

(920) 832-6255

www.aasd.k12.wi.us/huntley



Enrollment: 730

Grades: K-6

Counselor: Brenda Weitermann

Administrators: Kendra Vandertie
Mai Kou Heu

2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

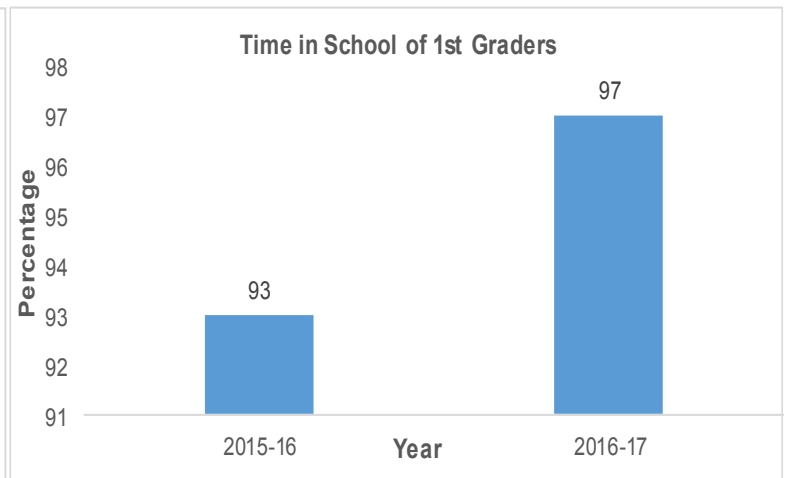
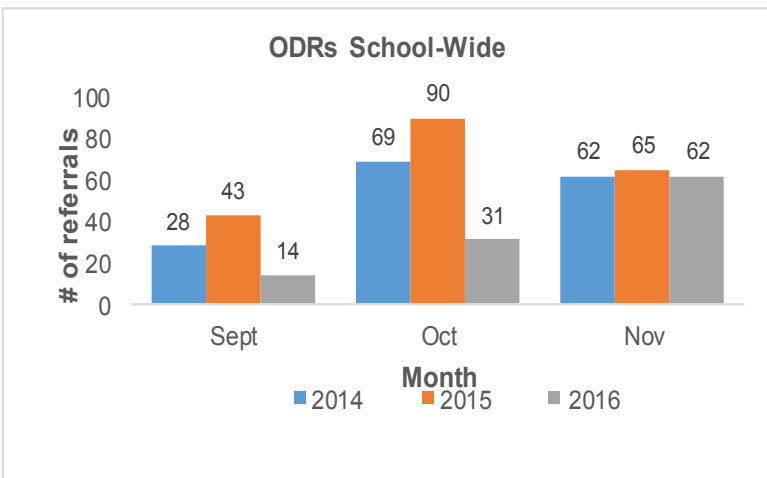
Huntley Elementary has a school counselor who is competent, experienced, and able to deliver and provide services that align with the Comprehensive School Counseling practices. She addresses the needs of our students holistically. The counselor delivers the school counseling curriculum, which consists of structured lessons designed to help students achieve desired competencies and provide all students with the knowledge and skills appropriate for their development. The school counselor is an integral part of our Tier 2 and provides additional support, lessons, small groups and 1:1 teaching to support students to achieve desired behaviors. Our school counselor also helps ensure that our school community continues to be a safe learning environment where all students can learn. She meets with all of our new students and follows up as needed. Further, she surveys students to seek their perspectives as to how they feel about school; and based on the responses, she would create plans to close any needs or gaps. The impact of the school counselor's work affirms that her services are an integral and vital role in the academic, personal/social and career success of all of our students.

Although there are many examples of the significant impact the school counselor makes, there are two to highlight. First, the school counselor has made great strides in her work with truancy. The school counselor has worked with students and families extensively to make significant changes. There has been a decrease in the number of truancy conferences with the Associate Principal and Student Resource Officer by almost half from the 2015-16 to 2016-17 school year. Huntley has the lowest number of truancy cases, yet is the largest elementary school, aside from the high schools. A second example is our school counselor's integral contribution to our Tier 2 team, providing many support groups and Social Academic Intervention Groups (SAIG). Because of these groups, students' office discipline referrals (ODRs) decreased and success in check in/check out (CICO) have increased. Other Tier 2 team responsibilities include leading and facilitating mentoring, functional behavioral assessments, behavior plan development and working with recess coaches.

School Climate and Safety

The school counselor is part of the Positive Behavioral Interventions and Supports (PBIS) team that encourages positive behavior of all students. The team continues to strive to increase positive behavior and decrease negative behavior choices. The chart below shows the average ODRs per year during the first three months of school as the tone is set. The number of ODRs have continued to decrease through a number of activities including increase use of individual and class Beep Beep Bucks, school wide assemblies/reteaching and recognitions, increase of SAIG groups, implementing Recess Buddies and mentoring.

School counselors are dedicated to have all students feel welcome and safe at school. The school counselor developed a school climate survey for students in grades three through six to measure students' feelings, attitudes, knowledge and skills about school. Below illustrates a significant increase in knowing what to do when "bugged" by another student. The school counselor taught around this topic to help students develop and practice these skills. Further, the school counselor shared strategies with the paraprofessionals who supervise recess and the lunch room.



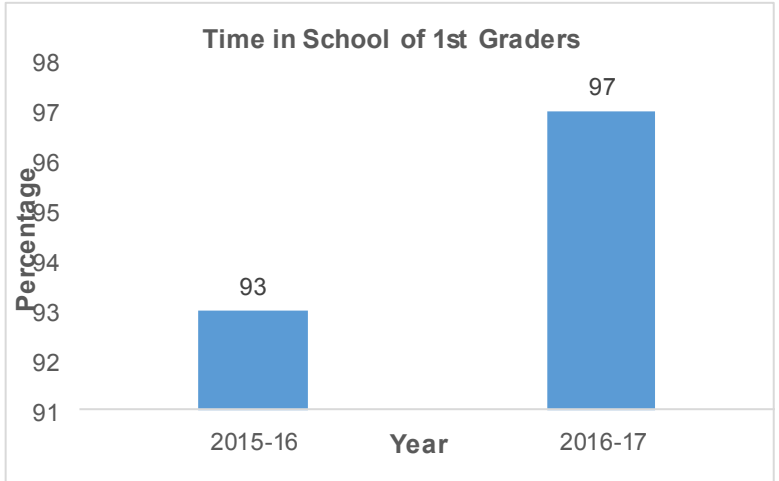
Student Results

The school counselor utilizes the ASCA model and standards to deliver the best possible counseling program. Data is a key component as to how the school counseling program develops, improves and evaluates student results in the three counseling domains: academic, personal/social and career.

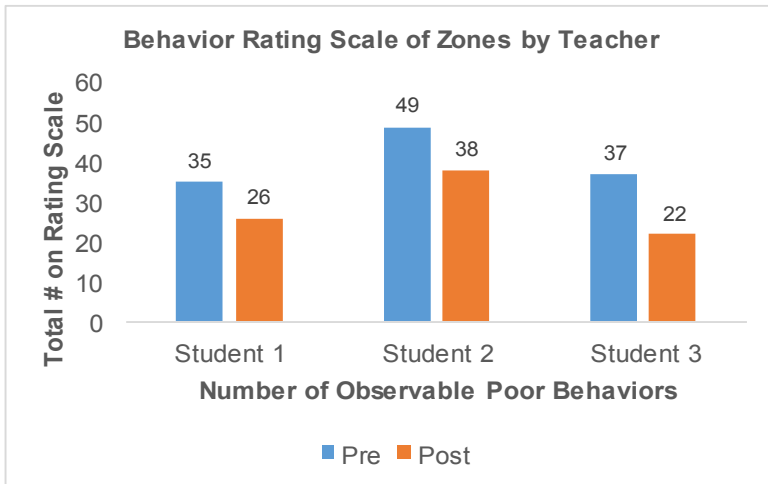
Academic

- M3:** Sense of belonging in the school environment
- B-SMS:** Demonstrate ability to overcome barriers to learning
- A.4.1.4** Identify and model personal attributes and behaviors that lead to successful learning

In 2015-16 kindergarten had the highest percentage of days missed at 93%. The goal was as first graders to increase their attendance to 97%, which was a 4% increase. This goal was met. The school counselor worked with these students individually, including an incentive for attending school as well as contact with parents to support and problem solve barriers.



Social/Emotional



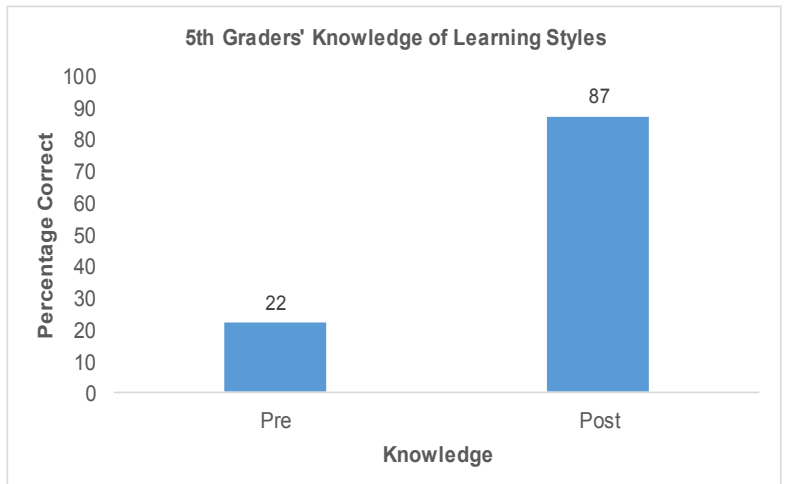
- B-SMS2:** Demonstrate self-discipline and self-control
- B-SMS7:** Demonstrate effective coping skills when faced with a problem
- D.4.1.3** Practice self-control

Some students required more intense, direct teaching and practice in the area of self-control skills. A small group of students in second grade worked specifically with the school counselor to learn tools for coping. As the graph demonstrates, teachers reported significant improvements with students better able to use self-control after the group.

Career

- M5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- LS4:** Apply self-motivation and self-direction to learning
- H.8.1.3** Identify individual learning styles and multiple intelligences and understand how to apply them in different learning & work situations

The school counselor teaches a career unit in fifth grade. One of the lessons focuses on students identifying their learning style. Students take a pre-test to see if they know their learning style and if they understand how they can use their learning style in studying and in the classroom setting. The graph shows a significant improvement in identifying and using their learning style after the lesson.



School Counseling Program Goals

Attendance plays a significant role in students' learning, with establishing good attendance habits. Students need to be at school to make significant learning progress. The school counselor will target the 12 students and families who were habitually truant in the 2016-2017 school year. By June 2018, the goal is to decrease truancy of the group of 12 students by 50% in the 2017-18 school year.

The ODRs, particularly defiance has increased the past three years. The baseline data shows the number of students who received an ODR for defiance. The school counselor will work with students who receive more than three ODRs in this area and will teach coping strategies. By June 2018, the defiance ODRs will decrease by 5%.

